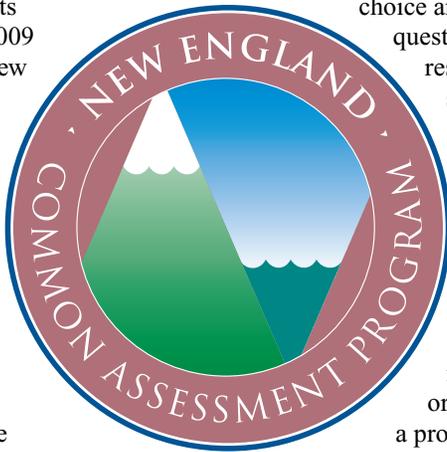


# About The New England Common Assessment Program



This report highlights results from the Fall 2009 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in New Hampshire, Rhode Island, Vermont, and now Maine as part of each state's statewide assessment program.

NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. This year's writing test is a pilot designed to field-test new material, therefore no score reports will be produced this year for writing. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-

choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



## Fall 2009 Beginning of Grade 8 NECAP Tests

**Grade 8 Students in 2009-2010**

## State Results

**State:** Rhode Island



# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

# Grade Level Summary Report

State: Rhode Island

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage																										
	School			District			State			School			District			State																				
<b>Students enrolled on or after October 1</b>										<b>11,372</b>																		<b>100</b>								
<b>Students tested</b>	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing															
							11,066	11,134											97	98																
<b>Students not tested in NECAP</b>																																				
State Approved																																				
Alternate Assessment																																				
First Year LEP																																				
Withdrew After October 1																																				
Enrolled After October 1																																				
Special Consideration																																				
Other																																				

### NECAP RESULTS

	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	11,372	233	73	11,066	2,166	20	5,604	51	2,356	21	940	8	847												
MATH	11,372	154	84	11,134	1,741	16	4,309	39	2,299	21	2,785	25	840												
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

### Reading Results

State: Rhode Island

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

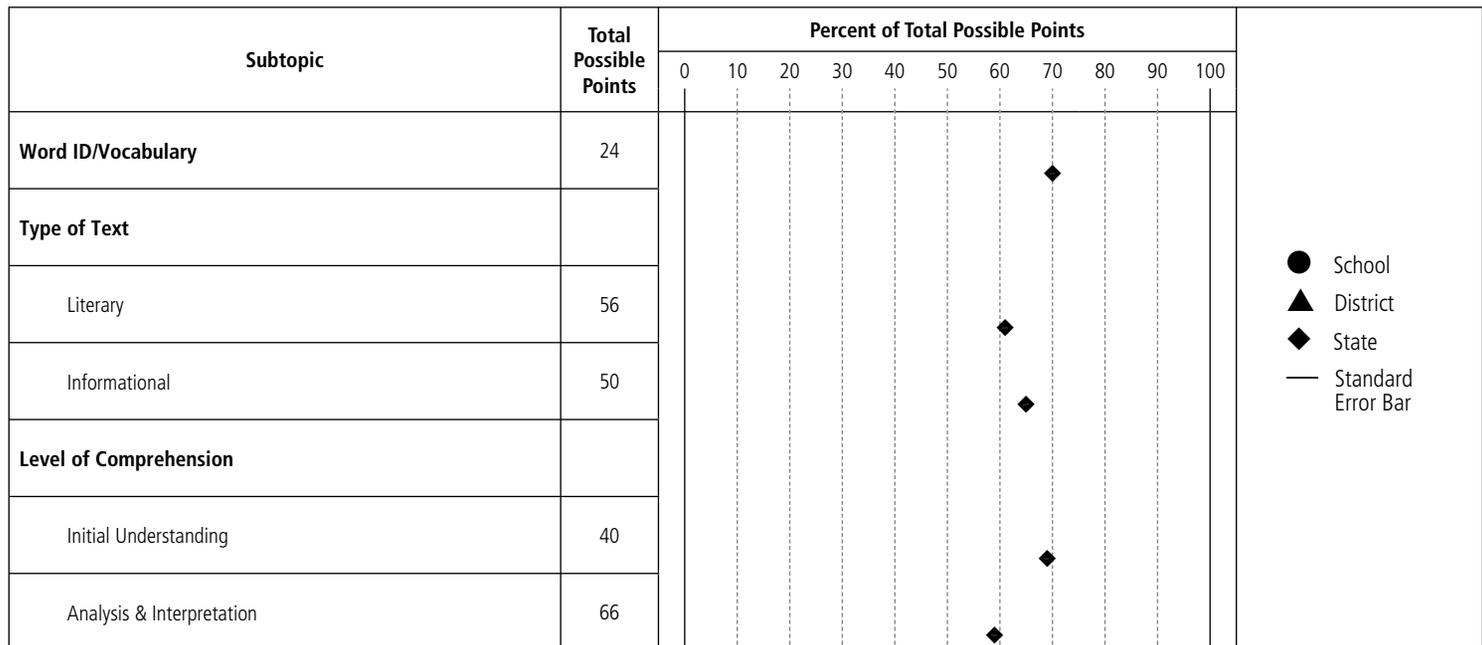
#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2007-08													
2008-09													
<b>2009-2010</b>													
Cumulative Total													
<b>DISTRICT</b>													
2007-08													
2008-09													
<b>2009-2010</b>													
Cumulative Total													
<b>STATE</b>													
2007-08	12,190	183	110	11,897	1,537	13	5,770	48	2,831	24	1,759	15	844
2008-09	11,511	187	85	11,239	1,588	14	5,712	51	2,641	23	1,298	12	845
<b>2009-2010</b>	<b>11,372</b>	<b>233</b>	<b>73</b>	<b>11,066</b>	<b>2,166</b>	<b>20</b>	<b>5,604</b>	<b>51</b>	<b>2,356</b>	<b>21</b>	<b>940</b>	<b>8</b>	<b>847</b>
Cumulative Total	35,073	603	268	34,202	5,291	15	17,086	50	7,828	23	3,997	12	845





# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

# Disaggregated Reading Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	<b>11,372</b>	<b>233</b>	<b>73</b>	<b>11,066</b>	<b>2,166</b>	<b>20</b>	<b>5,604</b>	<b>51</b>	<b>2,356</b>	<b>21</b>	<b>940</b>	<b>8</b>	<b>847</b>												
<b>Gender</b>																									
Male	5,927	141	44	5,742	902	16	2,858	50	1,350	24	632	11	845												
Female	5,441	92	29	5,320	1,264	24	2,746	52	1,006	19	304	6	849												
Not Reported	4	0	0	4																					
<b>Primary Race/Ethnicity</b>																									
American Indian or Alaskan Native	79	2	2	75	9	12	33	44	21	28	12	16	842												
Asian	359	9	0	350	88	25	173	49	70	20	19	5	849												
Black or African American	993	44	9	940	56	6	418	44	316	34	150	16	840												
Hispanic or Latino	2,052	78	22	1,952	131	7	800	41	644	33	377	19	839												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,876	93	40	7,743	1,882	24	4,179	54	1,305	17	377	5	850												
No Primary Race/Ethnicity Reported	13	7	0	6																					
<b>LEP Status</b>																									
Current LEP student	336	79	1	256	2	1	40	16	80	31	134	52	828												
Former LEP student - monitoring year 1	66	0	0	66	2	3	25	38	28	42	11	17	838												
Former LEP student - monitoring year 2	125	1	1	123	4	3	32	26	54	44	33	27	835												
All Other Students	10,845	153	71	10,621	2,158	20	5,507	52	2,194	21	762	7	848												
<b>IEP</b>																									
Students with an IEP	2,088	126	41	1,921	33	2	523	27	745	39	620	32	833												
All Other Students	9,284	107	32	9,145	2,133	23	5,081	56	1,611	18	320	3	850												
<b>SES</b>																									
Economically Disadvantaged Students	4,756	152	38	4,566	347	8	2,093	46	1,440	32	686	15	841												
All Other Students	6,616	81	35	6,500	1,819	28	3,511	54	916	14	254	4	851												
<b>Migrant</b>																									
Migrant Students	2	0	0	2																					
All Other Students	11,370	233	73	11,064	2,166	20	5,603	51	2,355	21	940	8	847												
<b>Title I</b>																									
Students Receiving Title I Services	3,143	89	23	3,031	237	8	1,287	42	1,023	34	484	16	840												
All Other Students	8,229	144	50	8,035	1,929	24	4,317	54	1,333	17	456	6	849												
<b>504 Plan</b>																									
Students with a 504 Plan	196	3	0	193	31	16	113	59	42	22	7	4	848												
All Other Students	11,176	230	73	10,873	2,135	20	5,491	51	2,314	21	933	9	847												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

# Mathematics Results

State: Rhode Island

### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

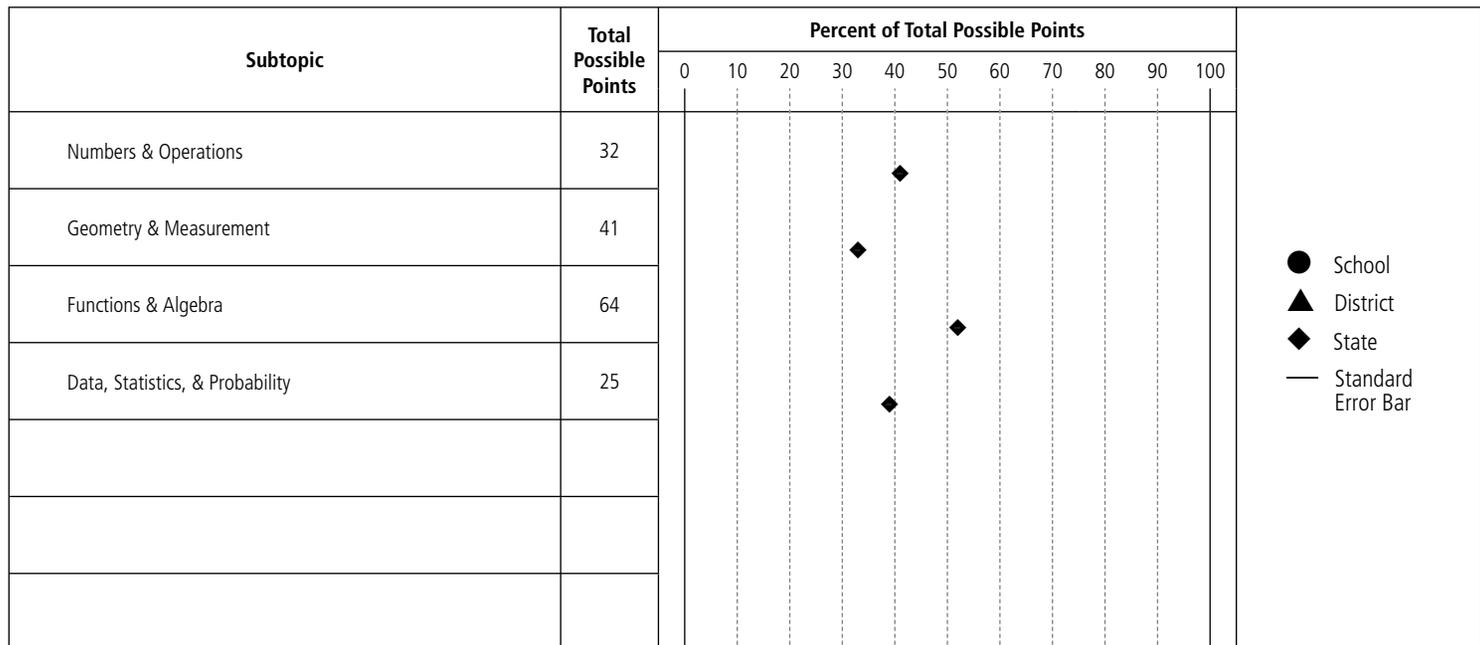
### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b>													
2007-08													
2008-09													
<b>2009-2010</b>													
Cumulative Total													
<b>DISTRICT</b>													
2007-08													
2008-09													
<b>2009-2010</b>													
Cumulative Total													
<b>STATE</b>													
2007-08	12,190	131	117	11,942	1,336	11	4,404	37	2,943	25	3,259	27	839
2008-09	11,511	119	89	11,303	1,497	13	4,505	40	2,492	22	2,809	25	840
<b>2009-2010</b>	<b>11,372</b>	<b>154</b>	<b>84</b>	<b>11,134</b>	<b>1,741</b>	<b>16</b>	<b>4,309</b>	<b>39</b>	<b>2,299</b>	<b>21</b>	<b>2,785</b>	<b>25</b>	<b>840</b>
Cumulative Total	35,073	404	290	34,379	4,574	13	13,218	38	7,734	22	8,853	26	840





# Fall 2009 - Beginning of Grade 8 NECAP Tests

## Grade 8 Students in 2009-2010

# Disaggregated Mathematics Results

State: Rhode Island

REPORTING CATEGORIES	State																								
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	<b>11,372</b>	<b>154</b>	<b>84</b>	<b>11,134</b>	<b>1,741</b>	<b>16</b>	<b>4,309</b>	<b>39</b>	<b>2,299</b>	<b>21</b>	<b>2,785</b>	<b>25</b>	<b>840</b>												
<b>Gender</b>																									
Male	5,927	99	49	5,779	971	17	2,199	38	1,127	20	1,482	26	840												
Female	5,441	55	35	5,351	770	14	2,110	39	1,172	22	1,299	24	840												
Not Reported	4	0	0	4																					
<b>Primary Race/Ethnicity</b>																									
American Indian or Alaskan Native	79	2	2	75	6	8	22	29	18	24	29	39	835												
Asian	359	3	0	356	75	21	142	40	75	21	64	18	843												
Black or African American	993	18	11	964	34	4	251	26	235	24	444	46	834												
Hispanic or Latino	2,052	38	26	1,988	73	4	526	26	491	25	898	45	834												
Native Hawaiian or Pacific Islander	0	0	0	0																					
White (non-Hispanic)	7,876	87	45	7,744	1,553	20	3,367	43	1,479	19	1,345	17	843												
No Primary Race/Ethnicity Reported	13	6	0	7																					
<b>LEP Status</b>																									
Current LEP student	336	1	2	333	2	1	29	9	63	19	239	72	826												
Former LEP student - monitoring year 1	66	0	0	66	0	0	17	26	20	30	29	44	832												
Former LEP student - monitoring year 2	125	1	1	123	6	5	12	10	30	24	75	61	831												
All Other Students	10,845	152	81	10,612	1,733	16	4,251	40	2,186	21	2,442	23	841												
<b>IEP</b>																									
Students with an IEP	2,088	126	47	1,915	34	2	262	14	362	19	1,257	66	829												
All Other Students	9,284	28	37	9,219	1,707	19	4,047	44	1,937	21	1,528	17	843												
<b>SES</b>																									
Economically Disadvantaged Students	4,756	87	45	4,624	220	5	1,409	30	1,176	25	1,819	39	835												
All Other Students	6,616	67	39	6,510	1,521	23	2,900	45	1,123	17	966	15	844												
<b>Migrant</b>																									
Migrant Students	2	0	0	2																					
All Other Students	11,370	154	84	11,132	1,741	16	4,309	39	2,299	21	2,783	25	840												
<b>Title I</b>																									
Students Receiving Title I Services	3,143	41	28	3,074	153	5	889	29	765	25	1,267	41	835												
All Other Students	8,229	113	56	8,060	1,588	20	3,420	42	1,534	19	1,518	19	842												
<b>504 Plan</b>																									
Students with a 504 Plan	196	2	0	194	28	14	87	45	37	19	42	22	842												
All Other Students	11,176	152	84	10,940	1,713	16	4,222	39	2,262	21	2,743	25	840												

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.